



## Principle 2 ::: Table of Contents

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### **SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY**

Whenever pages from the ECR 3-5 Literacy Training curriculum will be photocopied in black-and-white for distribution to participants, the master pages must be printed in black-and-white. DO NOT PHOTOCOPY A COLOR PAGE. PHOTOCOPYING A COLOR PAGE WILL NOT PRODUCE THE BEST QUALITY DOCUMENT. To create the best masters for photocopying, check your printer options and set it for black-and-white output, or notify your printing company (AEA, local print shop, Kinko's or other quick-printer) to set the output options for black-and-white-only printing.


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**3-5 yrs** **LANGUAGE** **Every Child Reads**

**Role-Play Example**

Listen for the adult to...

- Comment
- Ask questions
- Respond to the child



Adapted from: www.earlychildhood.org.uk

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**3-5 yrs** **LANGUAGE** **Every Child Reads**

**How to Help Children Talk**

- MATCH children's level of understanding
- Be sure to GIVE children time to talk
- ENGAGE children in conversation



Adapted from: www.earlychildhood.org.uk

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**3-5 yrs** **LANGUAGE** **Every Child Reads**

**Match and Add to Child's Level of Understanding**

If child uses 2-3 word sentence	→	Respond with 3-5 word sentence
If child uses 3-5 word sentence	→	Respond with 5-7 word sentence or two sentences

Adapted from: www.earlychildhood.org.uk

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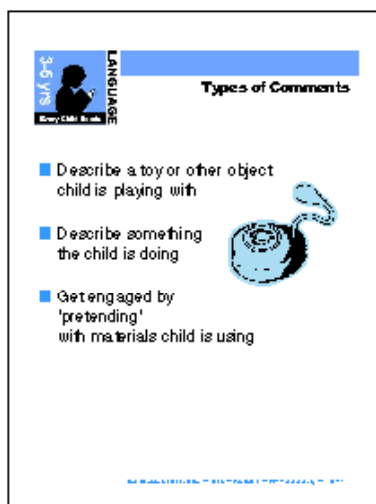
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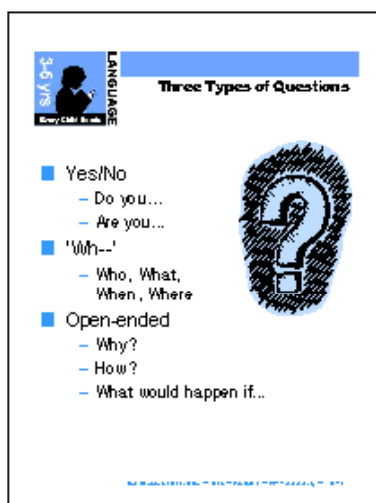
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**Engaging Children in Conversation**

**Strategies**

- Comment or make statements
- Ask a question
- Respond and add new information to child's comment or question




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**When to Engage Children in Conversation**

- Before
- During
- After ...an experience or activity




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**Partner Practice**

**STEP 1:** Talk to your partner about your planned experience.

**STEP 2:** Think up comments and questions to use before your planned experience.

**STEP 3:** Talk with your partner about how children might respond to your comments and questions.

**STEP 4:** Role-play. Practice using before activity comments and questions with partner. One person plays the adult; the other plays the child.

**STEP 5:** Switch roles and practice again.

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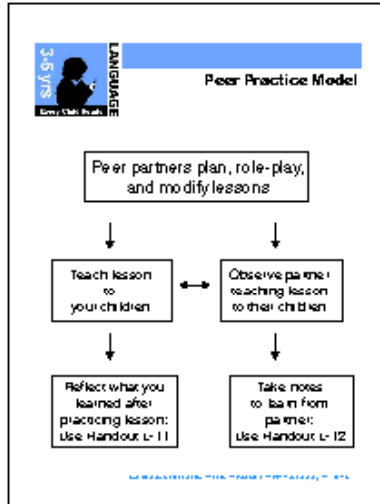
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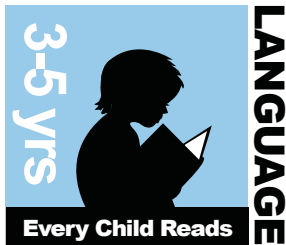
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**Principle 2**

- Bring Handouts L-11 and L-12 to next class
- Review and use C A R strategies
- Questions?



# Role-Play: Strategies

## PART 1: Using Comments, Asking Questions, and Responding

### TRAINER NOTES

**Give participants an idea of what the scene looks like.**

If you have firefighter materials to use, bring them. Otherwise, have participants use their imaginations. In this first scenario, there should be very little talking by the child. The child is somewhat engaged with materials but only answers questions with one-word responses. Emily is sitting in a truck with a helmet on.

**Background**

An adult and a child are in a dramatic play center set up with fire fighter equipment. There is a truck made from a row of chairs. There are firefighter helmets and jackets, hatchets, hoses, masks, a first aid kit, etc. There is a dollhouse with paper flames attached nearby. I am the adult and \_\_\_\_\_ is Emily, the child.

### ROLE-PLAY SCRIPT

Adult: Hi, Emily.

Emily: Hi

Adult: Are you are having fun?

Emily: Yah

Adult: Why?

Emily: (hunches shoulders)

Adult: Are you a firefighter?

Emily: Yah

Adult: What color is your hat?

Emily: Red

Adult: What are you driving?

Emily: A truck

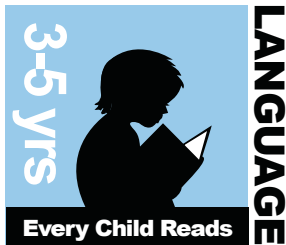
Adult: Why do you like fire trucks?

Emily: (hunches shoulders)

Adult: Don't you have anything to say?

Emily: (walks away)





# Role-Play: Strategies

## PART 2: Using Comments, Asking Questions, and Responding

### TRAINER NOTES

The scene is the same, but this time the adult makes comments and asks questions engaging the child to add more to the conversation.

### ROLE-PLAY SCRIPT

Adult: Wow, Emily, that's a great hat! **(Pause. Emily looks and smiles.)**  
Who are you?

Emily: I am a fire fighter.

Adult: Okay, Miss Firefighter, what are you doing?

Emily: I am driving the truck. You sit here.

Adult: You want me to sit next to you. **(Pause)** This is a really big truck you're driving.

Emily: It's bigger than my dad's truck.

Adult: That's really gigantic! **(Pause)** What do you want me to do?

Emily: You hold the hose. **(Glves hose to adult)**

Adult: Okay. Where are we going?

Emily: To the fire! **(Makes siren sounds)** We gotta hurry!

Adult: How do you know there is a fire?

Emily: The bell rang.

Adult: That fire alarm is very loud! **(Pause)**

Emily: It scares me.

Adult: You are scared by the loud alarm. **(Pause)** Do you see smoke? Are we there?

Emily: We're here!

Adult: What do we do now?

Emily: Get the hose! **(Starts to reach for hose)**

Adult: You take the hose. I'll bring the ladder. **(Both rush off with hose and ladder.)**

# Making Comments or Statements

## BEFORE comment or statement

Before the routine, event, or activity, the adult needs to talk aloud about things children will use, things they will see, items they can/cannot touch, etc. For example, before a very simple daily routine such as getting dressed, the adult might make the comment:

Home Suggestion	Early Childhood Setting Suggestion
"Tammy, it's time to get dressed. We are going to the park so we must dress warmly. Here are your socks and shoes, your red sweater, and your blue pants."	"We are going for a walk in the snow. It is cold outside. You will need to put on your hats, coats, and boots. Please stand beside a teacher and ask for help to zip your coat."

## DURING comment or statement

Adults need to talk aloud, making comments to children in the same way during the actual routine. For example, during the routine of getting dressed the adult might make the statement:

Home Suggestion	Early Childhood Setting Suggestion
"Tammy, you are such a big girl. You are dressing yourself. You are pulling your sweater over your head. Peek-a-boo!"	"I see John is putting on his boots. His feet will not get cold outside. Linda's zipper is stuck. She needs teacher help!"

## AFTER comment or statement

Comments and statements the adult makes after the activity is finished are also important. For example, after the routine of getting dressed is over, the adult might say:

Home Suggestion	Early Childhood Setting Suggestion
"You're all dressed. First, you put on your red sweater and then your blue pants. Last of all, you put on your shoes and socks. Wow! You look nice and warm! You are ready for the park!"	"We are all dressed to walk in the snow! Everyone has on coats. I see boots on all feet and 10 hats on 10 heads. Hold your hands up in the air so I can look for gloves. Yes, we are ready to go for a snowy walk."



# Age Range for Questions

Children understand and can answer:

'WH--' Question	Developmental Age Range
What ("What's that?")	12 - 18 months
Where	24 - 30 months
When	30 - 36 months
Who	36 - 48 months
Why, How, What will happen if...?	36 - 48 months

## REFERENCES

Brigance, A. H. (1978). *Inventory of early development*. Curriculum Associates, Inc.: Woburn, Massachusetts.

Furuno, S., O'Reilly, K.A., Hosaka, C.M., Inatsuka, T.T., Zeisloft-Falbey, B., Allman, T. (1984). *Hawaii Early Learning Profile (HELP)*. Vort Corporation: Palo Alto, California.

Gard, A., Gilman, L., Gorman, J. (1980). *Speech and language development chart*. Word Making Publications: Salt Lake City, Utah.

McCormick, L. and Schiefelbusch, R. (1984). *Early language intervention*. Charles E. Merrill Publishing Co.: Columbus, Ohio.

# Open-ended Question Examples

Use these cards as reminders to use open-ended questions.

To make cards, copy this page onto cardstock, cut cards apart, and place on a metal ring.

**What's happening?**

**What happened?**

**What are you doing?**

**Where did you start?**

**What did you do first?**

**What did you do next?**

**How did you do that?**

**How did you know?**

**How did you decide?**

**How are these the same?**

**How are these different?**

**Why did you put these together?**

**What will come next?**

**What is another way?**

**What could you do differently?**

**What is your favorite...?**

**What do you call this?**

**Why do you like...?**

**Why do you suppose...?**

**What would happen if...?**

**How does this work?**

**How do I make...?**

**What is in the...?**

**What should I do?**

**Asking questions** is another strategy used in talking with children before, during, and after activities. Questions take three forms: yes/no questions, 'wh--' questions, and open-ended questions.

## YES/NO questions

YES/NO questions are the easiest to answer. However, thought processing and language are both limited in a 'yes/no' question; adults really don't gather much information from the child who just answers yes or no. It is important for adults to ask 'yes/no' questions with real choices of answers. For example, asking a child, "Do you think it is time for you to get dressed?" or "Are you ready to eat breakfast?" may result in a 'no' response. The adult is not really giving a true choice to the child and may end up with an argument. Adults should limit the number of 'yes/no' questions they ask children. 'Yes/no' questions usually begin with words such as: is/are, do/does, or can/will/would/should.

The following examples demonstrate using before, during, and after 'yes/no' questions from the getting dressed language experience.

Home Suggestions	Early Childhood Setting Suggestions
<p><b>BEFORE yes/no questions</b> "Mommy is dressed. Do you have your shoes on?"</p> <p><b>DURING yes/no questions</b> "Are your pants too tight?"</p> <p><b>AFTER yes/no questions</b> "Your clothes are all on! Do you want to take a sweater today?"</p>	<p><b>BEFORE yes/no questions</b> "We are going on a snowy walk. Did you bring your boots?"</p> <p><b>DURING yes/no questions</b> "It is cold outside walking in the snow. Is your coat warm?"</p> <p><b>AFTER yes/no questions</b> "Did your feet get cold walking in the snow?"</p>

## 'Wh--' questions

The 'wh--' question gives the adult more information and often an idea about the understanding level of a child. If the adult asks, "Where did you put your socks?" and the child answers, "My Mommy buyed them for me." The adult would know the child did not understand the question, "Where...."

Parents and teachers may ask questions that begin with the words: Who, What, Where, or When.

Below are suggestions for using 'wh--' questions before, during, or after the getting dressed language activity.

Home Suggestions	Early Childhood Setting Suggestions
<p><b>BEFORE 'wh--' questions</b>            "Who put your clean clothes out for you?"            "What are you going to wear this morning?"            "You need to get dressed. Where are your clothes?"</p> <p><b>DURING 'wh--' questions</b>            "When should we put on your shoes?"            "What do you want to put on first?"</p> <p><b>AFTER 'wh--' questions</b>            "Where should we put your dirty socks and blue pants?"</p>	<p><b>BEFORE 'wh--' questions</b>            "We are going on a snowy walk. What should we wear to stay warm?"</p> <p><b>DURING 'wh--' questions</b>            "It is cold outside walking in the snow. When do you think the snow will melt?"</p> <p><b>AFTER 'wh--' questions</b>            "Who stayed warm walking in the snow?            What helped you stay warm?"</p>

## Open-ended questions

Some questions adults ask children need to be ‘open-ended.’ Open-ended questions are questions that can be answered in more than one way. These questions usually begin with “Why,” “How,” or “What will happen if....” Usually, there is not a right or wrong answer to these questions.

Open-ended questions are very important because children’s answers allow adults to see how children are processing question forms, experiences, and information.

Home Suggestions	Early Childhood Setting Suggestions
<p><b>BEFORE open-ended questions</b>            “How did these clothes get clean for you?”  <i>Answers might include:</i>            “With soap and water.”            “In the washing machine.”            “You washed them.”</p> <p><b>DURING open-ended questions</b>            “Why do you suppose we are getting dressed?”  <i>Answers might include:</i>            “Because I want to play outside.”            “Because that’s what we do every morning.”</p> <p><b>AFTER open-ended questions</b>            “What will happen if you put your shoes on before your socks?”  <i>Answers might include:</i>            “I couldn’t get my shoes on.”            “It would feel funny.”</p>	<p><b>BEFORE open-ended questions</b>            “How will we stay warm walking outside?”  <i>Answers might include:</i>            “We must wear our coats and hats.”            “We could walk fast!”            “We could take a short walk!”</p> <p><b>DURING open-ended questions</b>            “Why are we wearing warm clothes outside?”  <i>Answers might include:</i>            “Because we don’t want to get cold.”            “Because my mom said I always have to wear my coat and hat playing outside.”</p> <p><b>AFTER open-ended questions</b>            “What would happen if we bring the snow inside?”  <i>Answers might include:</i>            “It would melt!”            “The floor would get wet.”</p>

The easiest questions for children to answer are “Who” and “What” questions. The most difficult questions for children are the “Why,” “How,” and “What will happen if...” questions.

As a child matures, s/he is able to answer more difficult questions; adults must provide children with many opportunities to answer those more thought-provoking questions. Listen very closely to answers you get to all questions. Adults can often learn much about feelings, fears, hopes, likes, and dislikes of children from their answers to questions *before, during, and after* a routine or activity occurs.

## Responding to Children's Comments or Questions

Children expand language understanding and increase background knowledge through adult responses to their questions or comments. Adults respond to children's questions and comments *before, during, and after* activities in much the same way as they do making statements. Also, adults may expand on children's comments or answers to questions by suggesting other possible answers.

The following examples demonstrate how to respond by expanding and adding new information to a child's questions before, during, or after an activity.

Home Suggestions	Early Childhood Setting Suggestions
<p><b>BEFORE</b> Child: "Why do I have to put on my clothes?" Adult: "So you will be nice and warm."</p> <p><b>DURING</b> Child: "I'm wearing my blue pants." Adult: "Yes, your blue pants will keep your legs nice and warm."</p> <p><b>AFTER</b> Child: "I combed my hair." Adult: "You can wear barrettes in your hair today to match your sweater."</p>	<p><b>BEFORE</b> Child: "Why are we going on a snowy walk?" Adult: "So we can exercise our walking legs."</p> <p><b>DURING</b> Adult points to a squirrel and asks, "Why is the squirrel digging in the snow?" Child answers, "Because he's looking for a nut." <i>Adult expands the child's comment by saying, "Yes, he's hungry so he is looking for a nut."</i></p> <p><i>You have agreed with the child and expanded language by providing a new word and a reason for the squirrel to be digging in the snow (hungry).</i></p> <p><b>AFTER</b> Adult: "Why did the squirrel dig in the snow?" Child: "Because he was looking for a nut." <i>Adult might then say, "Good idea. I wonder how he eats those hard cold nuts?"</i></p>





## Practice/Reflection Log

Name \_\_\_\_\_

Trainer \_\_\_\_\_

Date completed \_\_\_\_\_

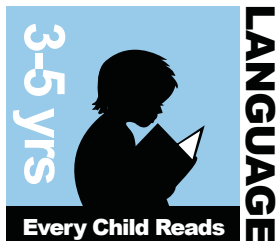
Date Due \_\_\_\_\_

Use this form with your peer partner to plan lessons for engaging children in conversation. Please plan one lesson for each peer partner that can be used with children. Next, rehearse the lesson and then teach it. Your partner will observe you teaching this planned lesson. Last, reflect on what you learned from teaching the lesson (next part of form).

**1) My experience or activity with a child(ren) will be...**

**2) What do I want the child(ren) to learn? New information/concepts I want to present are...**

**3) Words to use during my experience...**



## Practice/Reflection Log

### Lesson Plan Homework: Engaging a Child in Conversation

- 4) Before, during, or after the experience or activity, I plan to match the children's level of understanding, provide children time to talk, make the following comments, and ask these questions:

	BEFORE	DURING	AFTER
<b>Comments or Statements</b> Wait 3-5 seconds; listen to child			
<b>Ask Questions</b> Remember to use open-ended questions			
<b>Respond by Expanding</b>			



## Practice/Reflection Log

### What I Learned Homework: Engaging a Child in Conversation

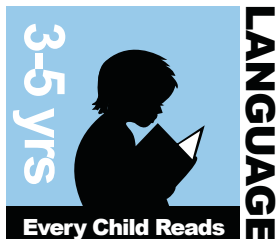
Complete this form after you have planned or taught your lesson plan.

**What were the children's responses to the strategies?**

**What will I do differently the next time I use the strategies?**

**What worked well that I want to remember the next time I use the strategies?**

**Questions I would like answered about the strategies:**



## Practice/Reflection Log

### *Practice Example: Lesson Plan Homework:* **Engaging a Child in Conversation**

Name Mary Doe

Trainer Janet Trane

Date completed 08/16/06

Date Due 08/24/06

Use this form with your peer partner to plan lessons for engaging children in conversation. Please plan one lesson for each peer partner that can be used with children. Next, rehearse the lesson and then teach it. Your partner will observe you teaching this planned lesson. Last, reflect on what you learned from teaching the lesson (next part of form).

#### **1) My experience or activity with a child(ren) will be...**

Making playdough

#### **2) What do I want the child(ren) to learn? New information/concepts I want to present are...**

- A recipe is used to know how to make playdough.
- When water gets really hot it turns to steam.
- Mixing colors red and yellow together make orange.

#### **3) Words to use during my experience...**

recipe	measure
knead	empty
mix	full
stir	boil
	steam



## Practice/Reflection Log

### *Practice Example: Lesson Plan Homework:* Engaging a Child in Conversation

4) Before, during, or after the experience or activity, I plan to match the children's level of understanding, provide children time to talk, make the following comments, and ask these questions:

	BEFORE	DURING	AFTER
<b>Comments or Statements</b> Wait 3-5 seconds; listen to child	<ul style="list-style-type: none"> <li>- Our old playdough is getting really dry.</li> <li>- We are going to make some new playdough for our room.</li> </ul>	<ul style="list-style-type: none"> <li>- We need to measure the ingredients.</li> <li>- Let's count together to make sure we get five cups.</li> <li>- Look at the water. It must be really hot. It is steaming.</li> <li>- The last thing we must do is knead the dough.</li> </ul>	<ul style="list-style-type: none"> <li>- Our playdough turned out great!</li> <li>- It was really soft and warm.</li> </ul>
<b>Ask Questions</b> Remember to use open-ended questions	<ul style="list-style-type: none"> <li>- I wonder what we should do about this old playdough.</li> <li>- Do you know how to make playdough?</li> <li>- What ingredients will we need to make it?</li> <li>- How will we know what to use?</li> </ul>	<ul style="list-style-type: none"> <li>- Who wants to measure the flour?</li> <li>- What do you think will happen when we put the red and yellow colors together?</li> </ul>	<ul style="list-style-type: none"> <li>- Do you remember what ingredients we used to make it?</li> <li>- What did we do first? What did we do next?</li> <li>- How did we make the playdough orange?</li> <li>- What should we do with our playdough now that we are done?</li> </ul>
<b>Respond by Expanding</b>			



## Practice/Reflection Log

### *Reflection Example: What I Learned Homework: Engaging a Child in Conversation*

Complete this form after you have planned or taught your lesson plan.

#### **What were the children's responses to the strategies?**

The children were able to name many of the ingredients when we were done because we talked about them so much while we were making it.

Having them help with measuring and kneading the playdough kept them engaged, and they wanted to stay and talk for a long time after it was done.

One child talked more than usual when I used the C-A-R strategies, and another child didn't respond to any questions.

#### **What will I do differently the next time I use the strategies?**

Sometimes I needed to wait longer for them to respond to a question or comment. I wanted to keep things going and I think I jumped in too soon to answer questions for them. Next time, I will silently count to 5.

Next time, I will make sure I am responding and adding more to one child's comments.

#### **What worked well that I want to remember the next time I use the strategies?**

The children talked a lot when I asked open-ended questions. They had so many good ideas to share. I want to provide more of these opportunities.

#### **Questions I would like answered about the strategies:**

In my room, how do I keep a child who hardly talks engaged in the conversation?



Watch your partner engage in conversation with children using the strategies from the *Language Module Principle 2: Planned Experience Assignment*. Use this form to take notes to help you learn as you watch.

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# Peer Practice Observation Notes

Example

Watch your partner engage in conversation with children using the strategies from the *Language Module Principle 2: Planned Experience Assignment*. Use this form to take notes to help you learn as you watch.

<p><b>When did children respond to comments?</b></p> <ul style="list-style-type: none"> <li>-The children were very excited about the activity. They began talking from the first comment about the old playdough.</li> </ul>	<p><b>When did children respond to questions?</b></p> <ul style="list-style-type: none"> <li>-One child knew lots of ingredients for playdough. Some of his answers were not correct. He confused sugar with flour.</li> <li>-One child only answered questions like, "What color is this?"</li> </ul>
<p><b>How do I know that comments/questions matched the child(ren)'s level of understanding?</b></p> <ul style="list-style-type: none"> <li>-There were questions for different levels of development. One child only answered simple "what" questions to label things.</li> <li>-Another child talked a lot and gave all the ingredients.</li> </ul>	<p><b>How did the timing allow children to think and talk?</b></p> <ul style="list-style-type: none"> <li>-Sometimes, I could tell a child was ready to talk. That child didn't often get a chance to talk.</li> </ul>
<p><b>What worked well to get the child(ren) to talk?</b></p> <p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>-They got very excited when she said they were going to make new playdough and started talking all at once.</li> <li>-I heard them use some of the new words after Mary used the words.</li> </ul> <p><b>Asked questions:</b></p> <ul style="list-style-type: none"> <li>-The questions about the ingredients and how to make it got the most answers.</li> </ul> <p><b>Responses:</b></p> <ul style="list-style-type: none"> <li>-Every time the child who didn't talk much said something, Mary expanded his sentence. Sometimes he repeated what she said.</li> </ul>	<p><b>Questions I want to ask my partner:</b></p> <ul style="list-style-type: none"> <li>-What will you do differently the next time you teach a lesson and use the strategies?</li> <li>-What was the easiest strategy to use?</li> <li>-What should I try when I do my lesson?</li> <li>-What would you do next time to make it easier?</li> <li>-What are some things you learned when you used the strategy?</li> </ul>